

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2017 Texas Title I Priority Schools, Cycle 3**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 20, 2014	Place date stamp here:  RECEIVED TEXAS EDUCATION AGENCY MAY 20 PM 1:51 DOCUMENT CONTROL CENTER TECHNICAL SERVICES
<b>Submittal information:</b>	<b>Six</b> complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:  Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name Lubbock ISD	Vendor ID # 1756001989	Mailing address line 1 1628 19 <sup>th</sup> Street	
Mailing address line 2 1628 19th	City Lubbock	State TX	ZIP Code 79401-4895
County- District # 152901	Campus number and name 190-Wolffarth Elementary	ESC Region # 17	US Congressional District # TX-019
<b>Primary Contact</b>		DUNS # 020333878	
First name Denise	M.I. Last name Mattson	Title Executive Director of School Support	
Telephone # 806-219-0450	Email address <a href="mailto:denisemattson@lubbockisd.org">denisemattson@lubbockisd.org</a>	FAX # 806-766-6680	
<b>Secondary Contact</b>			
First name Elsa	M.I. Last name Montes	Title Principal	
Telephone # 806-766-1899	Email address <a href="mailto:emontes@lubbockisd.org">emontes@lubbockisd.org</a>	FAX # 806-766-1893	

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Berhl	M.I. Last name Robertson	Title Superintendent
Telephone # 806-219-0070	Email address <a href="mailto:brobertson@lubbockisd.org">brobertson@lubbockisd.org</a>	FAX # 806-766-1210
Signature (blue ink preferred)		Date signed



5/19/14

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> <li>A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.</li> <li>B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.</li> <li>C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.</li> <li>D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.</li> <li>F. Report to the SEA the school-level data required under section III of the final requirements.</li> </ul>
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <b>turnaround model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> </ul>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <b><u>closure model</u></b>, the campus <b>must</b> implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <b><u>restart model</u></b>, the campus <b>must</b> implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <b><u>transformation model</u></b>, the campus <b>must</b> implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> <li>A. Number of minutes within the school year.</li> <li>B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)</li> <li>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework <b>and</b> dual enrollment classes. (High Schools Only)</li> <li>D. College enrollment rates. (High Schools Only)</li> <li>E. Teacher Attendance Rate</li> <li>F. Student Attendance Rate</li> <li>G. Student Completion Rate</li> <li>H. Student Drop-Out Rate</li> <li>I. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>J. Types of support offered to teachers</li> <li>K. Types of on-going, job-embedded professional development for teachers</li> <li>L. Types of on-going, job-embedded professional development for administrators</li> <li>M. Strategies to increase parent/community involvement</li> <li>N. Types of strategies which increase student learning time</li> <li>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.</li> </ul>

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our district is committed to excellence and continued growth and improvement. In working to achieve that, we believe that the transformational plan will be most effective for our campus. We have always worked to be proactive in nature, and our campus performances have shown growth within both Annual Yearly Progress and Academic Excellence Indicator System guidelines, but not sufficient to meet standards and thus qualified as a Priority Campus. Our primary area of weakness that qualifies the campus for this grant is persistently low scores in reading & math, particularly in our Hispanic, Economically Disadvantaged, and Special Education sub-groups. Our 2013 Index 3: Closing Performance Gap indicates that we are under required improvement with a 51% Index 3 Score. Both our Economic Disadvantaged and Hispanic groups are performing below the required standards in all core STAAR tested areas.

To these means, we have begun proactively addressing this situation. In an effort to effectively deal with a highly mobile population, state and federal budget cuts, and the academic needs of our students, district replaced the principal who led the school in prior years with a new campus elementary veteran principal. New principal has initiated reorganization of the daily school schedule to allow better use of the shared teaching staff, more productive and frequent vertical alignment, guidance under the effective campus academic leadership and administration, and student placement in a highly effective campus environment with a leadership team that has experience serving at acceptable/recognized campuses. The campus principal was replaced within the last two years, as specified in the transformational plan, by a highly effective administrator who shares joint leadership with a new leadership team including one assistant principal, and six (CALs) campus academic leaders for each content area including technology and special education. Wolffarth also qualified for a (TLI) Texas Literacy Initiative Grant that has allowed us to acquire a full-time literacy coach that provides teacher coaching, job embedded staff development, and coaching support to all K-5<sup>th</sup> grade ELAR teachers. The transformational model along with the initiatives that are currently in place will help us provide a strong disciplined climate of bell-to-bell instruction and the highest expectations of both staff and students to maximize learning time.

In addition, required district professional development has been planned for implementation during the summer in preparation for the coming year. The administration and teachers will be trained in the new Math TEKS, Reading in-depth curriculum, and TLI Process Module Professional Development and it will be mandated throughout the campus following the instructional focused documents and the TLI data informed plan. Vertical alignment and collaboration times are also scheduled for every grading period in 2014-2015. The CALS, Literacy Coach, and Math Instructional Coaches will provide job-embedded professional development and classroom coaching to continue building content, teaching, and student learning capacity. Intervention time for core academic areas is built into the school schedule, thus increasing instructional time and providing time for enrichment activities. Our campus is committed to building community oriented schools by continuing to enhance our family involvement program through organized family activities during and after school hours. District has also provided campus with a Parental Liaison (Title 1 funding) and a shared Social Worker to help meet the needs of the highly mobile and economically disadvantaged population. Campus has also organized systems to allow parents access to student progress and lessons through a variety of communication and technology sources to facilitate support at home.

Through the use of Eduphoria and the LISD Dashboard data systems and Texas Education Assessment Management System, the effective evaluation of student data greatly increases through regular local assessments, a minimum of four benchmarks, and annual state assessments. High-quality district professional development is determined after evaluating student data, completing teacher needs assessments, instructional rounds data and updating the campus improvement plans. Vertical alignment planning is scheduled at the end of each grading period. Within our transformational model, additional Math Instructional Coaches & Reading Interventionist would allow us to better facilitate smaller class sizes for targeted student intervention and job embedded lesson support to create an improved alignment process while adding to the flexibility of scheduling. A focus on differentiation and understanding student data will be used the first year. Campus/district administration and CALS will conduct frequent teacher observations and implement Instructional Rounds to ensure consistent curriculum implementation and improved instructional practices. ESL and GT certification is required for all teachers in order to provide differentiated instruction and promote the identification of GT students. Differentiation and enrichment for all students to support high rigor focused on cross

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**Schedule #5—Program Executive Summary (cont.)**

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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

curricular academic language and identified SE based on student group need.

Within our transformational model, the 7 Critical Success Factors/ESEA Turnaround Principle Keys will be the pillar to our transformation process. The following is an outline that corresponds with our TAIS Priority School Improvement Plan:

CSF #1: Wolffarth Elementary will Improve Academic Performance by targeting reading/math small group instruction with support from the Campus Academic Leaders, Literacy Coach, and Math Instructional Coach using the TAP rubric and higher order thinking questioning. Both intervention and enrichment is scheduled within the school day to allow us to maximize learning time for all students.

CSF #2: Wolffarth Elementary will integrate Quality Data to Drive Instruction through the established use of Eduphoria and the LISD Dashboard data systems and Texas Education Assessment Management System to help staff effectively evaluate student data during PLCs and Student Support Team meetings (SSTs) to help us identify at risk students and students who did not meet the growth measure.

CSF #3: Wolffarth Elementary will build Leadership Effectiveness through the continual collaboration of principal, leadership team, Campus Academic Leaders (CALs), Literacy Coach, and Math Instructional Coach to best support student and staff needs along with campus identified goals.

CSF #4: Wolffarth Elementary will provide increased learning time for students by providing year round extended learning opportunities both for intervention and enrichment. Increased learning time will also be provided for staff through PLCs, job embedded training, coaching and professional development opportunities at local, district, regional, state, and national level.

CSF #5: Wolffarth Elementary will build Family/Community Engagement by bringing community services to the campus to help meet the needs of our families along with providing parent education correlated with academic achievement and partnerships to meet the needs of our families/community. Monthly campus newsletters, campus sponsored luncheons, and Title I Parental Involvement activities help our campus build relationships and rapport with our parents/community to build ties between parents and the school.

CSF #6: Wolffarth Elementary will enhance school climate by supporting PBIS and retraining staff to help improve school safety and discipline by establishing a positive improved school environment. Training with CHAMPS, student recognition, campus/classroom expectations will all be integrated for a holistic approach to enhancing our school climate. Anti-Bullying training, Early Childhood Behavior Intervention strategies, and implementation of our guidance curriculum will work hand in hand with PBIS to maximize positive environment efforts.

CSF #7 Wolffarth Elementary will ensure Teacher Quality and Effectiveness through the implementation of Instructional Rounds to ensure consistent curriculum implementation and improved instructional practices. Financial incentives will also be provided and district will match the campus E3 (Empowering Educational Excellence framework) monetary award program in recognition of student performance as measured by value added analysis and state accountability ratings. Campus will include a stipulation to encourage teacher attendance and retention for a three year time period. Teachers will be evaluated for student academic growth and must meet proficiency on the PDAS instrument to be eligible.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:  
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,642,940	\$90,000	\$1,732,940	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$444,500		\$444,500	\$
Schedule #9	Supplies and Materials (6300)	6300	\$80,160	\$4,000	\$84,160	\$
Schedule #10	Other Operating Costs (6400)	6400	\$78,000		\$78,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$16,000		\$16,000	\$
Total direct costs:			\$2,261,600	\$94,000	\$2,355,600	\$
1.85% indirect costs (see note):			N/A	\$44,400	\$44,400	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$2,261,600</b>	<b>\$138,400</b>	<b>*\$2,400,000</b>	\$

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$2,400,000

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$120,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

**Annual Budget Breakdown**

Year 1	Year 2	Year 3	3-Year Total Budget Request
<b>\$750,000</b>	<b>\$800,000</b>	<b>\$850,000</b>	<b>*\$2,400,000</b>

Note: No more than \$2,000,000 per year may be requested. \*Total Budget Request above must match.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 152901		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
<b>Academic/Instructional</b>					
1	Teacher	1		\$135,000	\$
2	Educational aide	8		\$469,842	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director	1		\$ 90,000	\$
5	Project coordinator	1		\$181,388	\$
6	Teacher facilitator	4		\$442,902	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor		1	\$91,382	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$1,410,514	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$5,000	\$
26	6119	Professional staff extra-duty pay		\$9,000	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$308,426	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$322,426	\$
31	<b>3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$1,732,940	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Parent Involvement Presentations	<input type="checkbox"/>	\$8,000	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$8,000

\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: KAGAN		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: training/coaching on differentiated instruction.			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			<b>Grant Amount Budgeted</b>
<b>Pre-Award</b>			
1	Contractor's payroll costs:	# of positions: 1	\$105,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$105,000

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service: SIOP		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: training in ELL language support			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions: 1	\$54,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$54,000	\$	
3	Specify topic/purpose/service: LEAD FORWARD		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: content training for K-5 teachers to focus on state standards			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions: 1	\$150,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$150,000	\$	
4	Specify topic/purpose/service: Story Teller		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Reinforce literacy skills			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions: 1	\$15,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$15,000	\$	
5	Specify topic/purpose/service: Team Building		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: teacher/principal leadership building			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions: 1	\$15,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$15,000	\$	

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>			
County-District Number or Vendor ID: 152901		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service: ICU		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: afterschool program and staff training		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions: 1	\$30,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$30,000	\$
7	Specify topic/purpose/service: Eric Jensen		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: brain based learning strategies		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions: 1	\$22,500
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$22,500	\$
8	Specify topic/purpose/service: Apple Education		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: training in technology devices		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$45,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$436,500	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$8,000	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$436,500	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$444,500	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 152901					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
<b>Technology Hardware—Not Capitalized</b>							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Tablets – Mobile devices	Student technology/instructional support	40	\$479	\$19,160	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$5,000	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$24,160	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$60,000	\$
<b>3-Year Grand total:</b>						<b>\$84,160</b>	<b>\$</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 152901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$60,000	\$
	Specify purpose: Kagan training in Florida, Apple Education		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$18,000	\$
<b>3-Year Grand total:</b>		<b>\$78,000</b>	<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 152901		Amendment number (for amendments only):			
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Smart Tables	2	\$8,000	\$16,000	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>3-Year Grand total:</b>				<b>\$16,000</b>	<b>\$</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>475</b>	
Category	Number	Percentage	Category	Percentage
African American	37	7.8%	Attendance rate	95.3%
Hispanic	411	86.5%	Annual dropout rate (Gr 9-12)	DNA
White	19	4%	Annual graduation rate (Gr 9-12)	DNA
Asian	3	.6%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	50%
Economically disadvantaged	442	93.1%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	56%
Limited English proficient (LEP)	7	1.5%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	6	1.1%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

**Comments**

Wolffarth Elementary had a 2013 State Accountability Rating of Improvement Required. The campus had a mobility rate of 33.1% which is higher than the state average of 17.9%.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	3.2%	No degree	0	0
Hispanic	12	38.1%	Bachelor's degree	22	69.8%
White	17.5	55.5%	Master's degree	9.5	30.2%
Asian	0	0	Doctorate	0	0
1-5 years exp.	9	28.6%	Avg. salary, 1-5 years exp.	\$41,144	N/A
6-10 years exp.	4	12.7%	Avg. salary, 6-10 years exp.	\$42,997	N/A
11-20 years exp.	14	44.5%	Avg. salary, 11-20 years exp.	\$43,359	N/A
Over 20 years exp.	4.5	14.2%	Avg. salary, over 20 years exp.	\$58,609	N/A

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	59	86	67	66	67	64	66								475
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	59	86	67	66	67	64	66								475

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	4	4	4	4	4	3								26
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	3	4	4	4	4	4	3								26

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The comprehensive needs assessments provided indicators for us to begin a process of continuous improvement for Wolffarth Elementary School. Coupled with other indicators including assessment scores, historical data, teacher concerns, and campus expectations, the campus and district began to form a plan to address deficits and build on established assets. As a Priority campus with a high mobility and economically disadvantaged population, our concerns are more proactive in nature, rather than reactive. We are not willing to accept less than the best from our staff and students. With this in mind, the LEA and campus researched all options and obtained feedback from additional stakeholders before determining that the transformational model best fit the current needs of this campus.

Prior to this grant opportunity, we had begun to take active steps to better utilize and support our administrative leadership and our facilities by replacing campus principal and identifying a leadership team to help lead our school improvement initiatives. Our district needed to replace inefficient systems and/or staff with a comprehensive instructional program that would use a transparent and equitable evaluation for practices and staff. This led campus principal and leadership team to adopt teaching practices based on current data and/or place teachers on growth plans to help them improve teaching and thus increase student achievement. District has also hired a new superintendent, and a district school improvement associate superintendent to help lead our campus school improvement initiatives. This bold and community supported move provided a springboard to carefully evaluate all aspects of the campus. The former principal was replaced by an experienced elementary principal with a proven record of successful academic leadership in numerous schools. She led her previous campus to continuous growth over the past eleven years and recognition as a School Improvement Principal, based on measurable gains on state and federal accountability measures. With this leadership role now in place, the transformational model will provide support for the new Wolffarth faculty/staff and provide a strong framework to implement effective and powerful changes.

The campus needed to pick a transformational model that supported students in becoming both career ready and college ready. The Association for Career and Technical Education (ACTE) speaks to the need to produce students who are both career ready and college ready. ACTE defines career ready as having: 1) core academic skills and the ability to apply those skills to concrete situations; 2) employability skills such as critical thinking, team work, responsibility and technology use which are needed in all professions; and 3) technical, job specific skills related to a specific pathway. In a 2006 Report "Are They Ready for Work?" that employers identified critical thinking/problem solving, information-technology application, teamwork /collaboration, creativity/innovation and diversity as the top five needed employability skills. The transformation model for Wolffarth Elementary will build the foundational skills for both, and provide consistent rigor and academic growth that will bridge the transition to middle school in such a way that college and career ready skills are supported.

A growing body of educational research supports the use of project-based learning in schools as a means to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. "Problem based learning... encompasses a rethinking of the entire curriculum so that teachers design whole units around complex, "ill structured" problematic scenarios that embody the major concepts to be mastered and understood." (Barell 2007) Suzy O'Hara (2009), the International Baccalaureate coordinator, notes that PBL "serves as the bridge connecting basic skills, with [the] problem solving and creative thinking needed to be successful in our ever changing world." This concept is a critical component in the curriculum practices adopted by the campus to support job embedded learning and consistent high rigor instruction throughout the campus.

Wolffarth historical data indicates that both reading and math are areas of need for the campus. There has been gains made within the past year with the noted changes and new leadership; nevertheless the campus has initiated project-based conceptual learning, increased rigor, and formative and summative assessments based on critical thinking skills as part of the instructional practices adopted by the campus. The use of data to drive and differentiate instruction determine interventions for critical data conversations between the leadership team and staff in addressing deficiencies and supporting strengths. The implementation of this plan supported by moderately populated classes, strong classroom support, job-embedded professional development, and consistent monitoring and walk-throughs will provide teachers with the framework and tools to eliminate gaps. Vertical alignment meetings and PLCs during each grading period will solidify the skills and knowledge of the teachers while building a positive collaborative environment. This implementation

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Process Description (cont.)** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

of this research-based curriculum will ultimately equip our students to be problem solvers by presenting a clearly articulated and aligned standard among grade levels using the TEKS standards. Marzano (2003) concludes that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. A new data capacities program for the teachers provides the capabilities to better evaluate the taught curriculum, determine student achievement on a daily basis, and provide prescriptive interventions in a much more proactive method. This opportunity to be more data driven allows more time for teachers to meet the instructional needs of all of their students and provide specific remediation or differentiation to assure student mastery of the standards. Common planning time for teachers will also allow the opportunity to collaborate in addressing areas of concern and problems of practice. The district is providing ongoing training and support throughout the year to build skills and optimize teacher planning and effective instructional delivery.

To engage the parents and the community in our instructional process, we will host multiple Title I Parental Involvement activities on campus. Student created projects within core content areas and technology will be displayed and students will demonstrate the skills and steps accomplished to parents and community members. Teachers and students can share with parents the experiences of project-based learning. Parents can take student and teacher generated assessments and surveys to experience life in today's classroom. Technology nights will also be offered with staff and students as trainers for parents wishing to gain skills and understanding of various software and technology tools. Parents and families will be invited to partner with students to teach and learn from these opportunities. Local businesses will also be involved and make use of the trainings to increase the technology skills of their employees or share in the training of new skills with the students and teachers. These experiences will demonstrate and build career ready skills, project based learning, standards based curriculum, while building community engagement.

Beginning in the summer and throughout the year, the district has mandated and provided targeted training for all staff in regards to the data capacities software and its utilization, the curriculum and the utilization of all of its components, and the state core standards and assessments. In addition, the campus and district base professional development on the campus/district needs assessments, teacher surveys, and administrator, teacher and student feedback.

The timeline below further outlines the implementation for the transformation model Wolffarth has selected for immediate implementation noting that each the 90 action plans will be reviewed and a new action plan will be written.

**Completed to Date**

- Comprehensive Needs Assessment
- Identification of Teacher Leaders
- Development of job-embedded professional development for summer, fall and spring

**Summer, 2014**

- Attend Summer District Seminar: 2nd week in June
- Complete First 90 Day Action Plan
- Build in schedule of extended day interventions
- Participate in Professional Development including: differentiation, project based learning, data capacities training, STAAR training, and instructional technology in the classroom
- \* Attend TCDSS Priority Schools Summer Training with district leadership team
- Begin hiring process for staff and external providers under this grant

**Fall 2014 & Spring 2015**

- Implementation of Positive Behavior Intervention System
- Implement full curriculum model with the embedded Critical Success Factors
- Develop plan to recruit and retain quality staff
- Implement common planning times for vertical alignment and collaboration
- Begin extended day interventions, provide teacher incentives
- Begin providing greatly enhanced social support services: attendance monitoring, home visits, Title 1 Parental Activity
- RTI intervention training

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Recruit and retain highly effective teachers. Campus has had a trend of ineffective teachers for the past two years. Within the past two years, campus has had 5 out of 26 classroom teachers on a TINA (Teacher In Need of Assistance) plan due to low test scores, low student achievement, failure to implement instructional strategies from campus professional development training, and ineffective lesson delivery.	TTIPS will help facilitate the ability for staff to attend high cost staff development outside of district and upon return provide job embedded training to all staff. Allow us to build capacity of leadership team by empowering teacher leaders, recruit/retain highly effective teachers by campus providing a financial incentive award that will be matched by district.
2.	Due to identified underperformance in 2013 Index 3 results, campus has a 51% gap out of a target performance of 55% resulting in required improvement for our Economically Disadvantaged and Hispanic population. Therefore, campus has a high need to implement consistent integration and student support within the TEKS based concept vocabulary.	TTIPS will help campus fund book study initiative to help us collaborate and together as a campus target and develop concept academic vocabulary in the classroom. Professional development within High Yield strategies will be required along with collaborative extended day planning sessions.
3.	Current data from I-Station and ELAR CBAs, indicate that there is an evident gap between Tier 1 students and Tier 3 students. 42% of our students are identified as Tier 3 on the vocabulary indicator. 29% of our students are performing on the Tier I level. Therefore, campus has a need to integrate effective cross curricular reading practices and incorporate student use of academic language across all contents.	TTIPS will enable campus to provide training on differentiated instructional strategies and the adoption of Accelerated Reader (AR) program components to increase student motivation and reading interest level with tools for measurement and growth.
4.	Recent data from Reading/Math 3 <sup>rd</sup> -5 <sup>th</sup> grade STAAR results, indicate students are not meeting satisfactory level within our state assessments (2012 3 <sup>rd</sup> R-53%, 4 <sup>th</sup> -55%, 5 <sup>th</sup> -57%; 3 <sup>rd</sup> M-52%, 4 <sup>th</sup> -52%, 5 <sup>th</sup> -48%; 2013 3 <sup>rd</sup> R-52%, 4 <sup>th</sup> -45%, 5 <sup>th</sup> -54%; 3 <sup>rd</sup> M-20%, 4 <sup>th</sup> -37%, 5 <sup>th</sup> -67%; 2014 5 <sup>th</sup> R-57%, M-51%. Therefore, this is an indication that our RTI (Response To Intervention) is limited in its effectiveness.	TTIPS will help us ensure that we provide proper RTI training to all teaching staff along with hiring of Reading/Math professional specialists to help lead and guide RTI process. TTIPS will also help provide extended learning opportunities by funding staff extra duty pay and student incentives to increase extended day attendance.
5.	Current PBIS data collection indicates that student office referrals have increased within this school year showing a total increase of an average of 10 office referrals per six weeks in student discipline issues.	TTIPS will facilitate PBIS retraining for all staff including funding curriculum and resources to support an improved school environment. TTIPS will also help provide further Professional development in KAGAN strategies to differentiate instruction and increase student level of engagement and decrease off task behaviors. Would allow additional support staff for early intervention support of disruptive/unsafe behaviors.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Associate Superintendent for Priority Schools, member of Superintendent Cabinet
2.	TTIPS Project Manager	Mid-Management certificate desired, ability to organize and coordinate a school wide grant program, ability to interpret data, strong organizational, communication, and interpersonal skills, familiarity with federal and special program rules and regulations, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, serve as liaison between school and other agencies on the projects, ensure that programs are cost effective and that this program is managed wisely, compile budget and cost estimates based on documented program needs, and compile, maintain, and file all physical and computerized reports, records, and other documents required, and coordinate with higher education institutions
3.	TTIPS Site Coordinator	Bachelor's degree, strong organizational, communication, and interpersonal skills, monitor grant-funded programs and their expenditures to ensure compliance with regulations and guidelines, a, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, serve as liaison between school and district, and interpret data
4.	Coordinator for School Improvement	Mid-Management certificate desired, ability to organize and coordinate a school wide grant program, ability to interpret data, strong organizational, communication, and interpersonal skills, familiarity with federal and special program rules and regulations, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, ensure that programs are cost effective and that this program is managed wisely, compile budget and cost estimates based on documented program needs, and compile, maintain, and file all physical and computerized reports, records, and other documents required
5.		
6.		
7.		

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 2: External Providers.** Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the needs of the students, the Lubbock ISD will investigate, evaluate and utilize providers that provide proven programs and which are research-based and research-verified. Recruiting and selecting high-quality external service providers is accomplished through an established review of provider and their services. The campus leadership team will make recommendations for consideration that are based on the needs assessment of the campus.

The Lubbock ISD currently conducts a thorough review of all contracts through several departments to ensure the provider meets the high standard set for each of the providers of service.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wolffarth Elementary implemented a campus improvement plan /SMART goals at the beginning of the year that identifies improvement goals, a timeline to complete the goal, and a person responsible to monitor progress. All stakeholders are informed and involved in developing the plan and given copies of our improvement goals. The CBLT committee meets weekly to discuss current practices and action steps we take to accomplish reading goals. We study and review the data informed plan to see if we meet our targeted goals in the reading K-5<sup>th</sup> grade program. Leadership team meetings/staff meetings are scheduled 2 xs monthly to monitor progress of goals and make adjustments as needed. In order to check for effective instructional planning, the administrators review weekly lesson plans submitted by classrooms teachers on a weekly basis to see if teachers follow the district IFD and check materials/lesson to make sure the learning objective is connected to the content. Teachers self check the instructional framework using a lesson plan checklist. Grade level PLCs meet to discuss data and progress toward goals and make adjustments to intervention schedules for appropriate student placements as needed. Teachers meet with students to review assessment data, plot district assessment scores on charts to measure growth or areas of regression, and discuss improvement goals for future assessments. Parents are contacted to meet to discuss academic concerns, assessment results, and grade level expectations during scheduled parent conferences, ARD's, or SST's. Administrators meet with individual teachers to celebrate value added growth and discuss concerns regarding progress toward goals. Administration works with teachers to recommend strategies/activities in order to improve instruction and student achievement. Administrators perform walkthroughs on a frequent basis to monitor instructional delivery, learner centered instruction, and interventions in place. Changes to plans are communicated to staff members through leadership team meetings, faculty meetings, and individual conferences. Changes are communicated to students through group discussion in classes as well as through individual conferences teachers or administrators have with students to set goals. Changes are communicated to parents and community members through parent conferences, Title I parental involvement activities, and conversations with community members by administration and staff.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before the 2013-14 school year, the Lubbock ISD Board of Directors hired a new superintendent, Dr. Berhl Robertson. With this hire, a restructuring of Superintendent cabinet positions occurred. The new structure included a new Associate Superintendent for Priority Schools position. This particular position was created solely for the support of the campuses which had been identified for state interventions through an Improvement Required designation. Lubbock ISD coined the term "priority schools" before the State used the term for federal accountability. However, all the federally identified Priority campuses are a subset of the Lubbock ISD identified campuses under this Associate Superintendent. During the current year, the Associate Superintendent of Priority Schools has served as the DSCI. The table below shows the Lubbock ISD Priority Campuses and the current intervention and whether the campus is submitting a grant application for TTIPS funding.

Campus Name	2013-14 State Rating	2013-14 Federal Rating	TTIPS Grant Intent
Alderson Elementary	Consolidated with campus with IR designation	Consolidated with campus with Priority designation	
Bayless Elementary	Improvement Required	Priority	YES - submitting
Bean Elementary	Improvement Required	Priority	YES - submitting
Brown Elementary	Improvement Required	Focus	
Ervin Elementary	Consolidated with campus with IR designation	Consolidated with campus with Priority designation	
Guadalupe Elementary	Improvement Required	Priority	YES – not submitting
Hodges Elementary	Improvement Required	Priority	YES – submitting
Jackson Elementary	Improvement Required	Focus	
Stewart Elementary	Improvement Required		
Wolffarth Elementary	Improvement Required	Priority	YES – submitting
Dunbar College Prep Acad	Improvement Required	Priority	YES – not submitting
OL Slaton Middle School	Improvement Required	Priority	YES - submitting

In addition to the new position to support these identified campuses a current position within the Federal Programs department was redesigned to also provide additional support to these campuses since all are Title I campuses. The current Executive Director of School Support is also a part of the Associate Superintendent for Priority School's team for school improvement. Lubbock ISD also embraces the campus Professional Service Provider (PSP) in all aspects of improvement work within these schools. This structure of support for our schools was created in 2013-14 before the announcement of the TTIPS grant and will continue after the grant period should any schools remain that are identified for priority for services. The grant eligible campuses will continue to receive current level of funding in local and federal funds.

The Lubbock ISD has adopted the philosophy that additional, intensive support is critical for the campus leadership at Wolffarth to lead their turnaround efforts.

The Associate Superintendent for Priority Schools position is not grant funded and will continue to support the campus leadership at Wolffarth Elementary and does ensure the operational flexibility needed to continue the practices implemented and learned during the grant period. While the campus does plan to add additional positions in the area of professional development, it is the plan of those professional to help develop a highly effective teaching staff in order to maintain the work of continuous improvement.

The campus principal was instrumental in the development of an improvement plan for the 2014-15 school year which includes activities which are correlated to the Critical Success Factors during the actual development of this grant application. The invested personal time of the principal to be very involved in the actual writing of portions of the grant will prove to be invaluable to the commitment for completion of the grant activities and planned sustainability of the grant.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment (cont).** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lastly, the campus implemented a process of completing 90-day or quarterly reports on their progress goals established in the 2013-14 school year will continue this activity after the grant period in order to monitor any campus identified goal. This ongoing monitor of the improvement plan has proven to be an excellent activity in the current year. This process also aligns with the campus Data Wise protocol of data analysis which will also continue after the grant has expired.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Comparison of previous year achievement to current year achievement scores on the state administered assessment	1.	Increase of mathematic scores in all student groups measured in Index 1 and decrease of gaps measured in Index 3 on the state accountability system by providing targeted instruction based on student data.
		2.	Increase of mathematic scores in all student groups measured in Index 1 and decrease of gaps measured in Index 3 on the state accountability system by providing targeted instruction based on student data.
		3.	Increase in Index 2 of the state accountability system of the student growth gains by setting individual goals with students and celebrating growth throughout the school year.
2.	Beginning, Middle and End of Year comparison of readiness indicators in primary grades	1.	Reduced number of students identified as needing intervention in grades Kindergarten to 3 <sup>rd</sup> grade by analyzing istation data and data collected through teacher given CFAs and targeting specific needs of students.
		2.	Increased the number of students reading at or above grade level by the end of second grade by implementing daily fluency practice and motivational strategies for students to practice reading daily.
		3.	Increase the number of Pre-Kindergarten achieving a developed stage on the readiness assessment at end of year by providing intervention support to students based on individual needs.
3.	Condition of climate though perception data	1.	Organization Health Inventory given annually indicates an increase in percentages in each of the ten dimensions of the survey.
		2.	
		3.	
4.	The value added results on school and teacher effectiveness	1.	Effectiveness gains will be greater than 1.0 NCE in each subject area measured
		2.	The number of teachers receiving ABOVE EXPECTED Growth will increase by 2 each year.
		3.	Increase the number of teachers in the proficient range on the TAP rubric
5.	Comparison of behavior data	1.	Decrease the number of discipline referrals by analyzing past referrals to identify trends and areas in need of improvement to address with staff.
		2.	Decrease then number of students receiving multiple referrals by analyzing reasons for referrals and implementing individualized plans to decrease recurring behaviors.
		3.	

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wolffarth Elementary will use two electronic systems to collect individual student data. The first system is a Lubbock ISD developed, internal dashboard named Dash1. Dash1 is comprised of many warehouses of data such as, electronic gradebook, student management system (attendance included), and the data warehouse of formative and summative assessment measures. Also, the Lubbock ISD was the pilot site for the Texas Student Data System and all schools has received extensive professional development in the use of targeted student data through this system. The TSDS provides better summaries of results from various student groups, grade-levels and subject areas. Dash1 provides a way to track individual student data in a user-friendly manner. Also, since it is an internal dashboard, many enhancements have been able to be added when needed such as monitor groups and interventions used with the students. There is planned integration to place additional components from the data collected in assessment piece of The Continuum of Learning literacy framework.

If more than one of the campuses in Lubbock ISD receives the TTIPS award, there will be one Project Manager and then Site Coordinators will be at each of the campuses. The Project Manager and the Site Coordinators will support the collection of data on a schedule. As areas of concern are identified, the Project Manager, Site Coordinators, Campus Leadership Team will work to solve them. Other personnel such as the Associate Superintendent for Priority Schools would be consulted if the problem could not be solved without additional support.

Date to Collect	Frequency
Attendance	Daily
Student Grades	Daily, Weekly, Six Weeks, Semester, Annually
Common Formative Assessments	Varies by unit
District-Designed Week Assessment	Six and/or Nine Weeks
TAP Rubric for Teacher Effectiveness	Semester
Primary Readiness Assessments	Beginning, Middle, and End of Year
STAAR Assessments	Annually
Extended Learning Time	Monthly
Organization Health Inventory	Beginning and End of Year
Parent Involvement Attendance	Monthly
Framework for Principal Retention	Annually
Teacher Retention Guide	Annually
Classroom Observation by Peers with Protocol	Twice a semester
Value-added results of School and Teacher	Annually
Student Observation Records for reading levels	Ongoing

The Project Director will report directly to the Associate Superintendent for Priority Schools who serves on the Superintendent's cabinet which meets each Monday. Any policy and practice will be placed on the Cabinet agenda to discuss changes necessary to support implementation of all grant activities.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 1: Intervention Model to be Implemented** – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Scripting of Higher Order Questions for improved critical thinking	09/2014	05/2017
			B. Target Academic Vocabulary within Content Objective cross curricular	09/2014	05/2017
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Kagan Training for differentiated instruction	09/2014	06/2017
			B. SIOP Training for language development needs of individual students	09/2014	06/2017
			C.		
			D.		
			E.		

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**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Lead4ward training to identify areas of need and implement instructional practices based on results	09/2014	06/2017
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. District CBA results within Eduphoria to identify areas of need by student, teacher, class, grade, content	09/2014	06/2017
			B. IStation Reading Data to identify key elements of reading strengths/needs	09/2014	06/2017
			C. Data Dashboard to identify individual comprehensive student results including special populations and SE results	09/2014	06/2017
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Leadership Effectiveness</b>	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	Elsa Montes, 02-24-2012	02/2012	02/2012
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.			
			B. PDAS Evaluation Instrument	08/2014	07/2017
			C. Principal Evaluation Framework	08/2014	07/2017
			D. Staff Evaluation Framework	08/2014	07/2017
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Value Added Rubric for incentive pay based on student growth	08/2014	08/2017
			B.		
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Campus Job Embedded Staff Development	06/2014	08/2017
			B. Campus calendar flexibility to maximize learning time	06/2014	08/2017
			C. Campus budget flexibility to maximize campus/district funds	06/2014	08/2017
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Schedule/Plans for small reading groups	09/2014	05/2014
			B. Schedule/Plan for small math groups	09/2014	05/2014
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Establish small reading group instruction for additional instructional time	09/2014	05/2014
			B. Establish small math group instruction for additional instructional time	09/2014	05/2014
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Service Projects for enrichment based learning	10/2014	05/2015
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. GT, SIOP, Lead4ward training for all teachers	06/2014	06/2015
			B. PLC for all teachers	09/2014	05/2015
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
017Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Quarterly family engagement nights	09/2014	05/2017
			B. Family Education Program	09/2014	05/2017
			C.		
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Health Awareness Fair	01/2015	05/2017
			B. Summer Opportunities Fair	05/2015	05/2017
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Improve School Climate</b>	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. PBIS to improve learning environment	08/2014	07/2017
			B. Champs Training	08/2014	07/2017
			C. Incentive/Recognition Guidelines for Student Attendance	10/2014	05/2017
			D. Incentive/Recognition Guidelines for Staff Attendance	10/2014	05/2017
			E.		

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**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Teacher Quality</b>	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that</p> <p>Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Train/Implement/Monitor TAP Rubric by Literacy Coach in ELAR classrooms	10/2014	05/2015
			B. Observations/Feedback/Modeling by Math Instructional Coaches in Math classrooms	10/2014	05/2015
			C. Instructional Rounds by campus/district administration	09/2014	05/2015
			D.		
			E.		
			F.		
			G.		
			H.		

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Value Added Rubric for incentive pay based on student growth	08/2014	06/2017
			B. Develop TINA's (Teacher In Need of Assistance) Plans as needed based on data	08/2014	06/2017
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Kagan Training	09/2014	07/2017
			B. SIOP Training	09/2014	07/2017
			C. Lead4ward Training	09/2014	07/2017
			D. Brain Based Learning Training	09/2014	07/2017
			E. Apple Education Training	09/2014	07/2017
			F. AR Training	09/2014	07/2017

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**Schedule #18—Responses to Statutory Requirements**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Extended Learning Incentive Pay	09/2014	07/2017
			B.		
			C.		
			D.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 3: District Capacity:** Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA and the campus have a number of means for formative assessments that will be critical to the successful implementation of the transformation model. The LEA implements student mini-formative assessments every six weeks which are reported in Eduphoria. Although these are very useful tools to evaluate where student are those interval stages, the campus goal is to have teachers and those involved in project implementation utilize formative assessments in an ongoing basis. With the new technology that is being employed on the campus, formative evaluation of student learning will become much easier to obtain and analyze. Formative evaluations can be integrated multiple times throughout an individual lesson providing the teacher with immediate feedback on the student's level of understanding and whether or not information needs further clarification or review. Similarly, the Project Manager will utilize formative data to provide ongoing evaluation of the grant activities and performance, including but not limited to, the following: walkthroughs by the principal, assistant principal and district curriculum personnel, department meeting sign in sheets, evaluations of professional development activities, mentoring feedback.

The Project Manager will meet regularly with the Campus Leadership Team and others involved in the transformation to review all formative and summative assessment data. The Associate Superintendent for Priority Schools and Project Manager will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of those plans will allow for the flexibility to make change happen. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, planning times, school improvement meetings, and initial activities implemented.

LISD Assistant Superintendent for C&I and LISD Executive Director of School Support Services will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Wolffarth has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each for many of those performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and Associate Superintendent. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys and observations of interactions between teachers and students' formative evaluation will be central in determining the success of the TTIPS program. Throughout the program the Project Manager, Associate Superintendent and campus staff will meet regularly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to the teachers along the way. Formative evaluation will be frequent and ongoing in the following ways: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction, documented coaching and mentoring sessions, sign in sheets and agendas for departmental meetings and collaborative teacher planning time, formative mini assessments given to students minimally every six weeks, and feedback from parents, students and community stakeholders. The Principal/Project Manager in collaboration with the C&I superintendent and the Associate Superintendent for Priority Schools/Executive Principal will provide this information to key district personnel on a quarterly basis for review and TEA via 90 day reports and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Manager will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152901

Amendment # (for amendments only):

**Part 4: Pre-implementation Timeline (OPTIONAL):** Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Campus Leadership Team will complete the development of the Federal Improvement Plan that addresses the required critical success factors.
- Create master schedules that allow for embedded intervention time and have flexibility to change
- Study student data to make best classroom placements and intervention/acceleration plans based on end of year assessments
- Tentatively schedule the back-to-school professional development to encompass plans in the grant
- Create a professional development calendar from current plan but have options to adjust if grant is awarded

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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